

Manning Junior High

1101 W. L. Hamilton Road
Manning, South Carolina 29102

Grades 7-8 Middle School

Enrollment 524 Students

Principal J. Preston Threatt 803-435-8195

Superintendent John Tindal 803-435-4435

Board Chair William H. Johnson 803-435-4435

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	16	33

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Good	No
2006	Below Average	Good	No

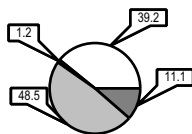
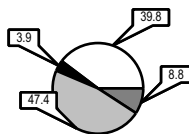
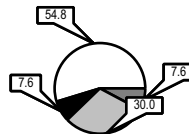
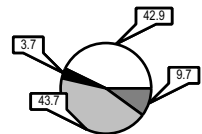
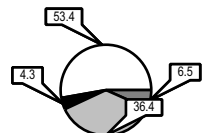
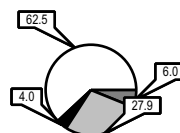
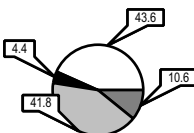
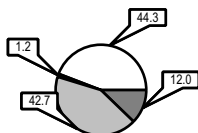
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	92.4
English 1	97.0	86.8
Biology 1/Applied Biology 2	N/A	44.3
Physical Science	N/A	28.7
All Subjects	98.7	87.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	518	94.4	38.5	48.9	11.3	1.3	19.7	No	Yes
Gender									
Male	257	94.6	47.2	45.0	7.0	0.9	14.4	N/A	N/A
Female	261	94.3	30.0	52.8	15.5	1.7	24.9	N/A	N/A
Racial/Ethnic Group									
White	140	92.9	22.3	57.9	17.4	2.5	28.9	No	Yes
African American	367	94.8	44.2	45.5	9.4	0.9	17.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	50.0	50.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	435	99.5	34.1	51.8	12.7	1.5	22.1	N/A	N/A
Disabled	83	67.5	74.5	25.5	0.0	0.0	0.0	No	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	516	94.4	38.5	48.9	11.3	1.3	19.8	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	509	94.3	38.2	49.0	11.5	1.3	20.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	399	94.7	42.0	47.9	9.5	0.6	16.8	No	Yes
Full-pay meals	119	93.3	26.7	52.4	17.1	3.8	29.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	518	94.4	37.9	48.7	9.3	4.1	21.6	Yes	Yes
Gender									
Male	257	94.6	37.6	50.7	7.9	3.9	21.8	N/A	N/A
Female	261	94.3	38.2	46.8	10.7	4.3	21.5	N/A	N/A
Racial/Ethnic Group									
White	140	92.9	27.3	42.1	22.3	8.3	38.8	Yes	Yes
African American	367	94.8	42.1	50.9	4.2	2.7	15.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	30.0	50.0	20.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	435	99.5	33.8	51.1	10.5	4.6	23.8	N/A	N/A
Disabled	83	67.5	70.6	29.4	0.0	0.0	3.9	No	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	516	94.4	38.0	48.7	9.1	4.1	21.5	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	509	94.3	38.0	48.8	9.1	4.2	21.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	399	94.7	40.9	49.3	6.7	3.1	17.6	No	Yes
Full-pay meals	119	93.3	27.6	46.7	18.1	7.6	35.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	518	94.2	54.5	30.2	7.7	7.7	15.3
Gender							
Male	257	94.6	54.6	29.2	7.9	8.3	16.3
Female	261	93.9	54.3	31.3	7.4	7.0	14.4
Racial/Ethnic Group							
White	140	92.1	38.1	32.5	10.3	19.0	29.4
African American	367	94.8	61.3	28.6	6.4	3.8	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	30.0	50.0	20.0	0.0	20.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	435	99.3	48.5	33.7	8.8	9.0	17.8
Disabled	83	67.5	87.7	11.0	1.4	0.0	1.4
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	516	94.2	54.7	29.9	7.7	7.7	15.4
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	509	94.1	54.9	30.0	7.4	7.8	15.2
Socio-Economic Status							
Subsidized meals	399	94.5	58.4	30.6	5.6	5.4	11.0
Full-pay meals	119	93.3	40.9	29.1	14.5	15.5	30.0

Social Studies							
All Students	518	94.2	42.4	44.1	9.7	3.7	13.5
Gender							
Male	257	94.6	45.0	42.5	8.8	3.8	12.5
Female	261	93.9	39.9	45.7	10.7	3.7	14.4
Racial/Ethnic Group							
White	140	92.1	30.2	46.0	16.7	7.1	23.8
African American	367	94.8	47.4	43.1	6.9	2.6	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	30.0	60.0	10.0	0.0	10.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	435	99.3	38.5	46.3	11.0	4.1	15.1
Disabled	83	67.5	64.4	31.5	2.7	1.4	4.1
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	516	94.2	42.6	43.9	9.8	3.7	13.5
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	509	94.1	42.8	43.7	9.7	3.8	13.5
Socio-Economic Status							
Subsidized meals	399	94.5	44.0	44.0	8.3	3.8	12.1
Full-pay meals	119	93.3	37.3	44.5	14.5	3.6	18.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	275	99.6	38.4	48.3	12.9	0.4	13.3
	8	267	99.6	32.6	46.9	17.8	2.7	20.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	259	97.3	41.2	44.2	12.4	2.1	14.6
	8	259	91.5	35.8	53.7	10.0	0.4	10.5
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	275	99.6	44.9	40.3	10.6	4.2	14.8
	8	267	99.6	36.8	42.2	17.1	3.9	20.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	259	97.3	35.2	45.9	13.7	5.2	18.9
	8	259	91.5	40.6	51.5	4.8	3.1	7.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	275	99.6	55.1	32.7	6.1	6.1	12.2
	8	267	99.6	48.8	30.6	11.2	9.3	20.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	259	96.9	58.5	29.2	8.9	3.4	12.3
	8	259	91.5	50.6	31.2	6.5	11.7	18.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	275	99.6	48.7	42.6	7.2	1.5	8.7
	8	267	99.3	30.7	46.3	14.8	8.2	23.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	259	96.9	61.0	32.6	4.2	2.1	6.4
	8	259	91.5	24.7	55.1	15.0	5.3	20.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 524)				
Students enrolled in high school credit courses (grades 7 & 8)	9.4%	Up from 7.6%	10.9%	16.7%
Retention rate	4.4%	Down from 9.6%	3.0%	2.5%
Attendance rate	96.0%	Up from 94.5%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 5.4%	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Down from 5.6%	0.5%	1.0%
Eligible for gifted and talented	12.3%	Up from 11.4%	9.3%	15.6%
On academic plans	53.1%	N/AV	53.6%	39.9%
On academic probation	43.7%	N/AV	0.8%	0.7%
With disabilities other than speech	15.1%	Up from 15.0%	13.3%	12.4%
Older than usual for grade	11.8%	Down from 12.1%	6.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.5%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	60.6%	Up from 57.1%	52.7%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.5%	N/A	12.7%	9.1%
Teachers with emergency or provisional certificates	10.0%	Down from 12.5%	12.6%	5.6%
Teachers returning from previous year	80.8%	Down from 86.2%	79.0%	84.6%
Teacher attendance rate	96.5%	Up from 93.9%	94.8%	94.8%
Average teacher salary	\$40,280	Up 1.3%	\$40,509	\$42,267
Prof. development days/teacher	11.4 days	Down from 11.7 days	11.9 days	11.9 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.3 to 1	19.5 to 1	21.1 to 1
Prime instructional time	90.4%	Up from 86.4%	87.8%	89.0%
Dollars spent per pupil*	\$5,449	Up 11.8%	\$6,976	\$6,243
Percent of expenditures for teacher salaries*	51.5%	Down from 63.1%	57.7%	59.8%
Percent of expenditures for instruction*	64.4%		64.0%	65.2%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	96.3%	Up from 94.8%	96.4%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.4%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students at Manning Junior High School are placed on teaching teams in which they rotate as a group to each of the core subjects. Teachers are able to assess the needs of the students as they work together as a team. Students are grouped according to assessment data including PACT and MAP scores. The Gifted and Talented students are served through the science and social studies classes. The Special Services Department is involved in formal book studies on current best practices to help low performing students.

The school is continuing its commitment to becoming a professional learning community through staff development activities with SERVE, Writing Improvement Network (WIN), REAP, MSU Math/Science Coach, GearUp, professional opportunities, FMU, and other agencies as the opportunities become available.

Extra-curricular activities and opportunities for parents and students are offered throughout the year. These include workshops for grandparents, special services, gifted and talented, and PACT preparation. Students are able to participate in Student Council, South Carolina Junior Scholars, Duke Talent Search, Math/Science Parent Night, PACT Fun Night, open house, parent visitations, Career Day, band, and field trips. Students can also participate in sports including football, basketball, track, golf, softball, baseball, and cheerleading.

The faculty, staff, students, and community are pleased with the State Department of Education's recognition via the Palmetto Silver Award for improvement. Plans are to stay the course until great levels are reached. Teachers, parents, students, and the community have accepted the challenge of utilizing effective research-based methods and strategies of comprehensive school reform. This commitment, along with the implemented changes, will result in improved PACT scores, State School Report Card, and No Child Left Behind initiatives.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	213	110
Percent satisfied with learning environment	96.4%	79.5%	84.4%
Percent satisfied with social and physical environment	96.4%	76.9%	74.5%
Percent satisfied with school-home relations	42.9%	84.5%	73.8%

*Only students at the highest middle school grade level at this school and their parents were included.